Teacher Content

May 3

The teacher says, “The word a (emphasis on a) biotic with means not biotic means living.  All the things are in an ecosystem…  
You all picked and ecosystem.  As you read, think about these abiotic factors… write on the foldable.  The headings in the book match the headings on the folder.” The teacher explains that the nonliving section on the foldable is the cover, but doesn’t have specific information to put on it from the book.

The teacher discusses endangered species and how this topic is too broad.  That another group went on the internet and there were thousands of possibilities when it came to endangered species. The teacher emphasizes that this is the reason for choosing a problem around the school.  Teacher suggests that students browse through chapters 5 and 6 in their textbooks because these chapters are about conservation and living things.  Teacher says, “I have some ideas of my own that I am willing to share if you are really stuck, but I want you to work on your own.”

The teacher moved to talk to group 2 and talked to them about the need to identify a problem at the school.  She says, “What do you observe?”  She gives examples such as air conditioning and windows.  The teacher reminds students to flip through the textbook chapters because it gives them general ideas.

.  The teacher offers this group several examples of problems [inaudible]. She says, “Styrofoam trays in cafeteria.” 

The teacher asks if she got the idea from another teacher because she has always dreamed of this.  “You would have to do some research on what is a healthy pond?”  
The teacher offers possible research questions.

Group 2. The teacher talks about how to ask questions to the person that they need to about the cafeteria

The teacher visits their group and asks, “How would you recycle the water?  What would you do?  Where does the water come from?  Where does the water go?  You might want to think about that.  Mr. Cooper, the maintenance person would probably be able to talk to you about where the water is.”

The teacher discusses how the school water moves to East Fork Lake.  The teacher says, “Are you saying that we use too much water?

The teacher says, “You should be able to ask city water for a water bill.”

. The teacher gives a suggestion to ask maintenance man questions during this class period and explains how to get ahold of him.

She leans over the table to talk to them [inaudible].  The teacher says, “How are you going to....” 

The teacher says, “Some of this we are gonna have to work out.”

May 5

One boy from group 5 lifts a sheet of paper in the air to show the teacher. From far, it looks like a diagram. The lead teacher nods her head in a ‘yes’ manner.

Then she moves to group 6 and continues discussing about trashing being a problem.

The second female teacher moves to group 2 where 1 boy had his right hand in the air. She talks to him, then moves to group 1, talks to the group members for a few seconds, after which she moves to group 5 and sees what the students are showing her from a book on ecology.

May 9

The intervention specialist says to group 5 glasses girl, “If you have a proposal talk to me and them I will talk to her.”

The teacher asks, Did you write your proposal?”  
“Yeah,” a girl sits down.

Teacher talks about how to negotiate and interview time and talked about the girl’s schedule.  “I think she would let you out of math for this, she knows about it.  First period.”  She refers to the job application sheet.

The teacher said, “You have already done research about compost.  There are certain things that you shouldn't do about compost.”

. Teacher explains how to do the compost.  Boys indicate that he understands.

The girl reads from the computer screen. The boy asks questions.

May 10

A female student comes up and asks the teacher if she can do compost.  The teacher says, “Yes.”  She asks several questions to a girl about the project more deeply.  “Where will you put the compost pile?  How will it work?” The teacher says.

Group 4 raises hand to get the teacher's attention.  "Usually, you put compost near a garden," the teacher says.  "Do you want to start a garden, a flower garden?" she asks the group.  "So you might think that.  Another option to consider is to think about a place without a lot of traffic.  We want a place you have access to but you don't want it sitting out front."

The teacher talks to group 6 about obtaining a water sample.

The teacher says to Group 4, "Tell me what your problem is."  They are talking about explosions, but I am not sure know why.

"You are doing the PSA about recycling?  So for you guys, the map would be about the location of our school.  It is not about one specific place in the school.  We know that it is a more widespread problem, but for the problem you are working on.  There is a recycling center called Roundbottom Recycling.  Why are you taking a picture of your shoe?"

Student says, "We could just get a picture of..."  
Teacher says, "Or you could mention"  
A girl offers a suggestion.

May 12 4

A boy asks if the teacher said they just have to write up a report of what they found.  
The intervention specialist says she does not know and they should refer to the paper with the criteria.

If your project is about the pond I could see but yours is about compost.

The teacher talks about taking a picture through the microscope and that it turns out really well.

May 12 5

None

May 12 6

Group 5 asks to get help finding a website for Miami University so they can ask them if they can get help sending their Styrofoam trays to be compacted.  The teacher tells her to look at the website under recent news.

May 19 5

None

May 19 6

The intervention specialist asks if she can help with grading.  The Teacher says no and sighs.

May 23

Group 1 asks the teacher to come over to see their project.  “Let me see what you have got so far,” the teacher says.